



HUMAN RESOURCE SERVICES DIVISION
M E M O R A N D U M

PLEASE POST

**INTERNAL
APPLICANTS
ONLY**

Date: October 06, 2025
To: SEA Unit Members
From: Karen Hernandez, Director of Human Resources
Re: Certificated Vacancies for the **2025-26** School Year

Application deadline for these vacancies is Friday, October 10, 2025, at 4:30 pm; unless otherwise noted. Submit completed application(s) via email directly to hrcertapplications@sweetwaterschools.org

Certificated employees qualified and interested in being considered for the positions indicated below should complete Certificated Application for a Posted Position, Form No. 8029-A, which is available in the Human Resource Services Division. **All applicants are required to hold a valid credential that authorizes the specific subject area in a departmentalized class. If you are unsure whether you are qualified and credentialed for a post, we encourage you to submit an application. You could also submit a request to review your credentials for qualification to the following email credentials@sweetwaterschools.org.**

In accordance with Article 35.2 SEA unit members will not be eligible for voluntary transfer during the first year of their probationary period.

Alternative Education
ALT-CT26-5286

English
(ELD 2, ELD 1, ELD 3, ELD 4)

Special Support Services
SPS-CT26-5471

Teacher on Special Assignment- TOSA (**1.2 FTE**)
(Special Services Teacher on Special Assignment (Transition Liaison))

Mild/Moderate credential required. Assigned centrally to the Special Services department, the Special Services Teacher on Special Assignment (Transition Liaison) will develop, coordinate, organize, monitor various intervention programs throughout the district school sites. The Special Education Teacher on Special Assignment (Transition Liaison) is critical in supporting student success through evidence-based interventions and plays a key role in preparing students with disabilities for life after post-secondary education. In alignment with IDEA transition mandates and district priorities for post-secondary success, Special Services Teacher on Special Assignment (Transition Liaison) will Support the development of self-determination skills for students with disabilities to build independence, self-advocacy, and goal-setting abilities essential for adult life. A major focus will be to integrate work readiness skills into intervention and instructional planning, including soft skills, career exploration, job-related instruction, and community-based experiences as appropriate. The Special Services Teacher on Special Assignment (Transition Liaison) will collaborate with transition teams and community agencies to coordinate services that bridge school and adult life, including vocational training, college support, independent living resources, and work-based learning opportunities.

Direct and Indirect Services Provided by Special Services Teacher on Special Assignment
(Transition Liaison)

- Consult and collaborate with other teachers (general education or special education teachers) to identify students that need additional transition support.
- Design, coordinate, organize, and provide professional development to special education teams in transition planning that leads to desired outcomes.
- Contribute to Individual Transition Plans (ITPs) and provide technical support to school teams in aligning academic and functional instruction with post-secondary goals.
- Provide direct support to students through consultation with teachers and coaching to students offering instructional interventions, behavioral coaching, and student-focused planning.
- Behavior support – designs and assists with implementation of behavior strategies and BIP's, i.e., support development of behavior goals, social narratives, etc.
- Offer Indirect Support to teachers and special education department through coaching, consultation, and collaboration with instructional teams.
- Extend technical Support to case managers through data analysis, program design, training, and system-level planning.
- Environmental: supporting teachers in creating environments to promote student success.
- Special assignments as assigned throughout the year.

Special Support Services
SPS-CT26-5591

Resource Teacher (**0.8 FTE**)

(Education Specialist Resource Teacher (0.8 x 2 - ELA/Social Studies & Math/Science))

Ed Specialist Resource Teacher

Mild/Moderate credential required. Assigned centrally to the Special Services department, the Ed Specialist Resource Teacher will provide mentorship and resources to support Special Education Teams at school sites with vacancies and offer case management support through IEP writing, consultation, assessment, and classroom management support to substitutes, intern eligible and new teachers. Ed Specialist Resource teachers are special education teachers with experience and expertise in developing, adapting, and implementing CCSS/CCCSS curriculum for students with a variety of disabilities. Ed Specialist Resource teachers also support students with behavioral needs and/or assistance in social/emotional learning. Experience and expertise in implementing the essential elements of effective first instruction is required. Ed Specialist Resource teachers shall provide the following types of support: direct, indirect, and/or technical. Direct support involves support provided to the student within the general education classroom or separate special education classroom. It may include modeling teacher/assistant instruction, direct instruction to students, in-class coaching and training of support staff, data collection, assessment, etc. Indirect support occurs outside of the classroom and is provided to coordinate the supplementary aides and services (accommodations and modifications) identified by the IEP. These supports may include professional development for classified and certificated staff, creating curricular accommodations/modifications with the use of technology, co-planning/adapting curriculum with the general education/special education teacher, collaborative team meetings (District/Site Curriculum Specialists, PLC's, Special Services dept. etc.), IEP/BIP support. In addition, technical support through mentoring, facilitating, co-teaching, coaching, modeling, etc., may be provided to schools and/or staff members to support students in the least restrictive environment. Experience and expertise in developing and delivering quality instruction, coaching for instructional improvement and demonstrated collaborative skills are required.

Direct and Indirect Services Provided by Special Services Resource Teacher

- Consult, collaborate and coach general and special education teachers and instructional assistants to support inclusive practices in the least restrictive environment for the purpose of informing and differentiating instruction for students with disabilities.
- Design and facilitate lesson planning and/or IEPs with coaching to enhance professional standards.
- Provide guidance to IA's (prompt fading/appropriate prompting, on the spot accommodations/modifications, access - using the environment or what is available to

adapt/implement goals, fostering independence, implementing IEP goals, data collection, instructional strategies, etc.).

- Curriculum accommodations/modifications – creating **science, social science, English, math** and other academic curricular materials primarily through the use of technology.
- Behavior support – designs and assists with implementation of behavior strategies and BIP's, i.e., support development of behavior goals, social narratives, etc.
- May serve as liaison between district staff, site staff and community for students with disabilities enrolled in private schools. May include IEP case management: assessment, IEP development, IEP facilitation, Individual Service Plan development and annual offer of FAPE.
- Provide students, staff, psychologists, and admin teams with master scheduling support.
- Environmental: supporting teachers in creating environments to promote student success.
- Special assignments as assigned throughout the year.

Special Support Services
SPS-CT26-5592

Resource Teacher (**0.8 FTE**)
(Education Specialist Resource Teacher (ELA/Social Studies & Math/Science))

Ed Specialist Resource Teacher

Mild/Moderate credential required. Assigned centrally to the Special Services department, the Ed Specialist Resource Teacher will provide mentorship and resources to support Special Education Teams at school sites with vacancies and offer case management support through IEP writing, consultation, assessment, and classroom management support to substitutes, intern eligible and new teachers. Ed Specialist Resource teachers are special education teachers with experience and expertise in developing, adapting, and implementing CCSS/CCCSS curriculum for students with a variety of disabilities. Ed Specialist Resource teachers also support students with behavioral needs and/or assistance in social/emotional learning. Experience and expertise in implementing the essential elements of effective first instruction is required. Ed Specialist Resource teachers shall provide the following types of support: direct, indirect, and/or technical. Direct support involves support provided to the student within the general education classroom or separate special education classroom. It may include modeling teacher/assistant instruction, direct instruction to students, in-class coaching and training of support staff, data collection, assessment, etc. Indirect support occurs outside of the classroom and is provided to coordinate the supplementary aides and services (accommodations and modifications) identified by the IEP. These supports may include professional development for classified and certificated staff, creating curricular accommodations/modifications with the use of technology, co-planning/adapting curriculum with the general education/special education teacher, collaborative team meetings (District/Site Curriculum Specialists, PLC's, Special Services dept. etc.), IEP/BIP support. In addition, technical support through mentoring, facilitating, co-teaching, coaching, modeling, etc., may be provided to schools and/or staff members to support students in the least restrictive environment. Experience and expertise in developing and delivering quality instruction, coaching for instructional improvement and demonstrated collaborative skills are required.

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- Provide students, staff, psychologists, and admin teams master scheduling support.
- Environmental: supporting teachers in creating environments to promote student success.
- Special assignments as assigned throughout the year.

Launch Virtual Academy
LAU-CT26-5328

Social Science / Mathematics
(Economics/Financial Algebra)

Teacher Special Qualifications/Description

Teacher Will Report In-Person to LVA Welcome Center Offices Located At 5353 Airway Rd. San Diego, CA 92154 (Teachers at LVA Do Not Work from Home). After Training for Virtual Instruction Is Completed, Teacher Might Be Relocated to Another SUHSD- LVA Location. Teacher Will Also Assume the Role of Supervising Teacher (Academic Coach) Of 25 Students Entering Their Attendance, Providing Support, And Tracking Satisfactory Academic Progress. It Is Strongly Recommended That Teacher Is Comfortable with The Following Online Systems as They Are Required for Instructional Purposes: Canvas, Microsoft Teams, Data Insights, Infinite Campus, Calendly, Microsoft Office Suite, And Loom or Similar. It Is Also Recommended to Have Basic Knowledge of Computing Hardware Including Cameras, Microphones, Dock Station, Hotspots and Virtual Private Networks (VPN). Due To Ongoing Changes in Students Academic Needs, Teacher May Need to Provide Instruction In 7-12 Sections While At LVA.

Voided Positions
4800